

PRIVATE SCHOOLS

IDEALS CHARACTERISTICS NEWS

By L. E. TUCKER, School Editor of "The Evening Sun."

A very necessary question, and one which the private school master of this time asks himself or herself hundreds of times during the school year, is this very practical one: "Is my school a success?" Other similar and equally important questions often asked by the private school leaders in this subjective examination of consciousness are: "Am I on the right road or the attainment of even greater success?" "How can the success of a private school be accurately and scientifically measured?"

These and various other similar questions which have been asked of The School and College Bureau of The Sun have caused The School Editor to decide to answer them in this, the fifth in the series of private school articles now running weekly in the columns of THE SUN.

What Is Success?

The psychological student whose carefully trained mind looks below the surface of things always starts at such special investigations with a study of general causes as a basis. Such a student will begin the solution of such a problem by asking the question: "What is success in any line?"

The answer to this query comes as follows: "True success is the attainment of the basic object which is the real reason for the existence of anything." This is beyond question a general recognized truth. Any institution which realizes, wholly or in part, the aim of its creation is a success. Its proportionate percentage of success is to be found by measuring the proportionate percentage between the aim itself of the institution and the actual realization of that aim.

This method of the measurement of success is a broad truth, both general and far reaching in its application. It is as applicable to the private school as to any other institution.

The Success of the Private School.

If one desires to measure specifically the success of any institution the investigation must first note who are the interested parties. In the private school the answer to this question will be to the effect that the interested parties are three, namely:

- First, The Proprietor of the School.
- Second, The Parent.
- Third, The Pupil.

Since these are the three vitally interested parties the success of the school must be largely determined by their views and decisions, in regard to what is the actual aim of their respective schools and as to the realization of that aim.

The Proprietor's Viewpoint.

This matter must first be treated from the standpoint of the proprietor of the school. This is true because of the following reasons:

First, He has planned this school. Therefore who is well equipped as to judge and to speak as to its progress toward success?

Second, He determines its aim and guides its workings. Therefore upon his shoulders should be placed the primal responsibility.

In planning for the attainment of success the wise and would-be proprietor of the private school does not rush hastily in, bit or miss. He proceeds in one of two ways: He either sits down and definitely plans exactly what kind of a private school he desires to own, and to manage, and then proceeds by a process wholly constructive to carry his plan into a practical working outcome, or he looks carefully around and buys a school already in operation. These are the only possible methods to be employed.

The Attainment of Success in a New School.

New schools are like new magazines. They are hard to start and even more difficult to guide from youth to successful maturity. The would-be private school owner must first ask himself the following questions, as classified under:

Aim of the School.

First, What type of school shall I establish? Shall it be practical, cultural or professional?

Second, What educational period, or how many such periods, shall my school cover? Shall it be primary, grammar, academy or collegiate, or shall it be a combination of two or more of these divisions, in age adaptation?

The Educational Market.

The answers to both of these questions will depend to a large extent upon what type school the educational market in the respective neighborhoods considered demands. If one or more good schools of a certain type for children of certain ages already exist in a designated neighborhood and seem to be meeting with popular approval, why should any one start there another school of similar type for children of the same age?

The best result of oversupply of similar type schools in the same neighborhood can only be the final failure and elimination of one of the two competing schools, or the agonizing existence side by side of two half-starved institutions.

Yet, strange as it may seem, many a would-be private school proprietor thinks as follows: "There is in this place a successful school of the specified type that I would like to own and manage." Then he stumbles thoughtlessly ahead and establishes a similar neighboring school. He does this with an utter disregard of the relentless operation of the law of demand and supply. Then he wonders why so many good schools go to the wall.

The proper and logical method of procedure so far as the market is concerned is as follows:

- A. Study out and select your ideal type school.
- B. Study the actual workings of private schools and then assure yourself that your chosen type is practically as well as ideally correct.
- C. Choose a suitable location, adapted to your selected type. Then have plans drawn for the school plant and have it built under the direction of a competent private school architect.

Thus the practical foundations of success, so far as choice of type and mechanical plan are concerned, will be assured.

The Attainment of Success in an Established School.

Starting with an old school confronts

the prospective proprietor with a problem even more involved than does the new school. The new school is at least a new proposition, untainted of course, but still untried by a past. Whether or not the new school or the old school presents to the new owner the greater problem depends entirely upon conditions and traditions as represented by the school which is for sale. If the sale of the school is caused by reasons which make unavoidable a change of management, reasons such as death, retirement upon competency, age, etc., then the prospective buyer is indeed fortunate if he can secure the school. The latter is fortunate in that he can succeed in it upon such terms that the former still retains a more or less greater financial interest. Then, with even fairly good management, his success is practically assured from the start. Indeed, most private school owners who have been successful are very glad to make such an arrangement. Some even carry their love for the school so far as to require the prospective buyer to become associated with them for a period before they will consent to the sale. This is done in order that they may be assured that their traditions and standards will be kept up in the continuation of the school. Some, after satisfying themselves that this is true, insist that for a long time the school shall be continued under their name.

In the case of such a school, commission arrangements as a part of the sale, and dependent upon future profits as a basis, are readily made with the retiring owners.

In the case of the school in quite another condition, that is in a condition where failure is represented by foreclosure by creditors or by a gloomy or hopeless outlook for the future, has caused the sale of the school, quite another situation faces the prospective buyer. He must have full confidence in the honesty of the retiring proprietor and in his willingness and ability to answer frankly all questions relative to the non-success of the school, even embarrassing questions if necessary.

Let him then put to the selling party a number of such questions in such variety and sequence that their answers will furnish a basis through which he may arrive at the actual cause of the failure of the school.

His next step is to honestly think over the causes of failure and form definite conclusions based upon specific facts as to whether or not he sees his way clear to remove these causes and lay a basis for certain success. Unless he is very certain of his ability to accomplish this task he had better not attempt to tackle this school.

If he does decide favorably and the school sale is consummated, he must be careful that the price is not greater than the value. He would also do well to have it thoroughly understood both by the patrons and by the public in general that the severance of relations with the former owners is absolute. Only in this way will his opportunity for success be a fair one.

Personal Fitness of the Proprietor.

This is an all important question which can only be answered by the person himself. His answer will only come to him as the result of a close and searching examination of self. To own and operate his own school is the aim of many an excellent private or public school teacher. This is a good aim, for it shows ambition and love for his chosen profession. But, unfortunately, the most successful teachers are frequently not possessed of those qualities and of the broad experience which are necessary to the successful school proprietor. It is said, but nevertheless true, that this is very frequently the case. The tender qualities of loving insight into a child nature, qualities which are the sine non qua of the successful teacher, are frequently just the ones which preclude successful private school leadership.

The successful private school leader need not necessarily be a teacher of superior excellence, though a large proportion of them have been teachers of such character. Their position is an administrative one. It calls primarily for qualities of business management, of rare tact and of high social standing. Such, coupled with high ideals, must be the equipment of the private school leader.

The Financial Backing of the Private School.

This is a most important question for the following reasons:

1. There must be a large amount of investment capital, in order to have a sufficiently large plant well adapted to the needs of the institution.
2. There must be a sufficiently large amount of working capital, so to speak, in order that the school may obtain the financial advantage of discount and of credit, two great advantages which come only as the result of promptly paid bills.
3. There should be a sufficient profit to permit of the withdrawal of some funds and to increase the working capital and the investment capital, so that the school may continue all of the time to be either enlarged or improved.

The Parent's Viewpoint.

Of course the final judge of the private school is the parent. The community in general shows its approval of the private school by attendance at festivals, entertainments, etc., but after all has been said the parents of the pupils are the ones who give the final judgment, the one that counts. They pay the bills. Therefore they must be personally sure that there is a proportionate return for money invested.

The great problem in the relation of the headmaster and parent usually centres around the question of discipline.

Some children are so temperamental that they learn slowly the lesson of yielding personal rights to the rights of others. The lesson of development from egotism to altruism comes very hard and indelible patience must be the attribute of the school.

The more difficult and the more slow the child in this process of the development, the harder it is to keep the child satisfied and to thus prevent him from reflecting at home the element of dissatisfaction.

So many are the people in this world who as soon as one side of a question is

presented to them and without waiting to hear the other side form emotional judgments, not based upon facts. The parents of children, far from being exceptions to this general rule, are more prone to be affected by it than are other people. Every father's, and more especially every mother's, child is a "white hen's chicken" and can do no wrong in the fond parent's eyes.

Some time ago *Lit.* published a most interesting series of cartoons that forcefully illustrated this view. The first one was entitled "Willie Jones as he really seems to a disinterested party." It pictured an average twelve-year-old boy, fat, round, and with a mischievous grin. The second cartoon, entitled "Willie Jones as he appears to the cook," This one represented Willie in the guise of a pig. The third in the series was entitled, "As he appears to the cat." Here poor Willie was pictured as a growling monster. The fourth cartoon in the series bore the inscription "Willie Jones as he appears to his teacher." I felt sorry both for Willie and for the teacher, for Willie was depicted as a little imp having horns and a forked tail. The fifth and last picture in the series caused much amusement. It was entitled, "Willie Jones as seen through his mother's eyes." It pictured Willie as a bright faced angel child with wings and a halo. Perhaps this homely little story told in cartoons may show more graphically the most fruitful cause of discord between the headmaster and the parent than would the most learned pedagogical discourse.

Of course the headmaster is obliged to maintain general discipline and to uphold the authority of the teacher. Yet it certainly does go against the grain to let a good paying pupil go simply because the parent, wisely or unwisely, has a decision based upon the child's own interest.

A visit to the interesting play, now running, and entitled "The Poor Little Rich Girl," would shed much light upon this question of discipline.

Many of the private schools, schools which are successful, conscientious institutions founded upon the realization of the highest ideals, dread the Christmas and Easter vacations, because it means that outlandish and foolishly exaggerated tales will be carried home and that these will be succeeded by an avalanche of annoying and unjustified letters.

The parent is by no means backward in making in these letters all kinds of impossible suggestions. Of course there is some fruitful criticism made, but in the main the criticisms are of a destructive rather than a constructive character. Sometimes the parent even goes so far as to insist that an especially efficient teacher, one who tactfully insists upon the obedience of the child, shall be dismissed. Of course, the wise headmaster will not agree under any consideration to such dictation. What matter if he does lose a pupil or two? Refusal to such a request? He might better close his school than submit to such dictation.

Another fruitful source of trouble is the letter written home. Children are prone to reflect in these letters the spirit of the moment in which they are written. That is a good method to employ with young children, but as the boys and girls grow older they are prone to resent what they are apt to characterize as "unwarranted interference with their private affairs." This transitional stage from the supervised letter to the unsupervised one is a critical time in the affairs of the private school. A few ill chosen phrases, one or two remarks, inspired by momentary anger, a state which soon passes and which by no means indicates the child's real attitude toward the school, and the harm is done.

Some time ago a friend who has a little fourteen-year-old daughter at a very successful private school was telling me about her letter in regard to the supervised letter. She said, "My little Dorothy is an only child and sent her with sorrow to myself and to her, because I thought that she needed the companionship and social training to be obtained only by close association with many girls of her own age."

"She and I were very close to each other, so close that all her childish joys and sorrows were whispered in my sympathetic ear. When she became acquainted with the rules of the school she was heartbroken to find that all of her letters to me were read and corrected before they were allowed to be sent. 'Mother dear,' she said with a burst of tears when she came home on her Christmas vacation, 'I don't feel that I am really writing to you or getting near to you and I miss you so much that I am very lonely and unhappy.'"

"I was sorely grieved, but I knew that the school was doing her much good, so I was not willing to withdraw her. I did not wish to have her unhappy because of the breaking of a close tie with me, so I devised the following plan. I supplied her with note paper of various colors. Then I said to her: 'You and I have this as our secret; when you are homesome use the blue note paper, when you are happy use the pink, when you are unhappy use the white, when you are in trouble over either lessons or conduct use the yellow.'"

"She dried her tears, like the brave little woman she was, and was comforted. 'Why, mother,' she said, 'you will know just how I feel no matter what I write.'"

"Yes, dear, I replied, 'that is the idea.'"

"For some time the blue and white letters came, with an occasional pink one to cheer me. At last the pink ones came in uninterrupted sequence."

"The secret had not been working very long before I had told it in confidence to the dear, sympathetic lady who presided over the school, for I did not feel quite right about the matter until I had confessed it to her. She told me long afterward that she had watched with as much interest as I could possibly have done for the little pink missives."

The Child's Standpoint.

The school is a success from the child's standpoint when the student is happy there. When he or she feels willing to return without reluctance at the close of vacation the school is probably doing good work for that child.

Children are keen and critical judges. They do not enjoy being allowed to run wild half as much as they do enjoy being kept amenable to the proper kind of discipline. The school where the discipline is just, where the lessons are interesting, where the teachers are merely kind older

friends and where there is a home atmosphere is sure to be regarded as successful from the child's standpoint. So little kindness and so few loving words does it take to win and to hold the heart of a child.

How Can the Success of the Private School Be Accurately and Scientifically Measured?

After all has been said and done toward the attainment of success by the private school the headmaster or headmistress is confronted by the task of how to accurately measure the degree of success so that such measurements shall become a guide to future work.

This may be done under several headings. These are as follows:

First, Mechanically.

(A) As to the Plant.

Is the plant adapted to the needs of the school? Is it working to its full capacity? Does it provide space and accommodations for all of the various school activities? Is it perfectly sanitary? Is the greatest possible number of pupils accommodated?

Second, Physically.

(A) Location.

Is the location healthy? Are the children proportionately in good health? Has the health of the average child and of the largest number improved?

(B) Food.

Is the food sufficient in amount, variety and quality? Are the children satisfied with the table?

Third, Intellectually.

(A) Aim.

Is the school realizing its aim from the standpoint of acquisition of knowledge? Are the students successful not only in class recitations but also in examinations?

(B) Faculty.

Are the teachers the best that the school can afford? Are they skillful teachers? Are they sympathetic? Are they of good family, breeding and social standing?

(C) The Individual Child.

Is each child acquiring a certain amount of knowledge facts? Is each child forming proper mental habits?

Fourth, Socially.

Is each child becoming more polished in manner and more gracious in presence? Does the school give a general gentlemanly or ladylike bearing to all of its pupils, so that they are easily recognizable by those who are good judges of such things as being graduates of certain schools?

Fifth, Spiritually.

What is the moral tone of the school? Are the moral standards based upon ideals or upon authority? Are the students honest, reliable, industrious? Can they be depended upon to speak the truth upon all occasions? In other words, are they all the time growing in love, in the love of that most important issue, the attainment of qualities of sterling worth and of character?

Sixth, Financially.

Is the school holding its own in this respect, so that reasonable amounts of profit directly proportionate to the amount of capital and of labor invested show yearly on the books?

General Summary.

If the school can satisfactorily answer half or more of these suggestive questions it is successful. If it can answer all of them in the affirmative its success is phenomenal.

Self-examination followed by corrective action, self-examination for the private school as well as for the individual, is the true secret of progress. Over and over again, yes, all of the time, this must be done.

One comfort the private schoolmaster may find in his heart. This is perhaps always the heart to notice, never the all ways flying hope. The most successful school, according to the popular standpoint, is not always the best school. Therefore the most popularly successful is always striving to be the best, and the best are always striving to become successful from a popular standpoint.

The Teacher's Reward.

The question of the real reward of the private schoolmaster or school mistress, or of the question of the real reward of the teacher, is one of the most important questions as measured in other and more worldly affairs. Education is an inward science and its results cannot therefore be measured with mathematical accuracy and with definite precision. The teacher can only hope, work and pray.

Long years ago I read, I cannot remember where, the story of an old schoolmaster, a story which would seem to give a fair idea of the real success of the teacher and of the school. I shall finish this article by telling this story in my own words and in the same time claiming neither the idea nor beauty of it as my own.

The scene of the story is laid in the Kingdom of Heaven. It is the Day of Judgment. God sits upon his throne and judges the souls who have recently come from earth.

They are many and among them are some of the greatest ones of earth. Each in turn kneels before the throne of judgment and in answer to the question of God, "What claim have you for entrance into the kingdom of Heaven?" tells the story of his life upon earth.

First there came a lawyer who said, "I was skilled in legal practice. My clients were many and wealthy, but I did not forget the poor. Often I pleaded freely for the sake of sweet charity the cause of the widow and the orphan. I helped too to make better laws for the protection of women and of children."

"Pious on, thou good and faithful servant. Yours is the kingdom of Heaven," said his Master, crowning him with a golden crown.

Then came a physician. He said, "I too in the course of science and of medicine have labored for the poor. Much of my time and skill was given to the poor in the free wards at the hospitals. Many are the withered limbs that I have made useful and many are the crooked little backs that I have made straight."

He too was crowned and passed in to his reward.

Then came the Governor of a powerful State. He said, "I rose from the ranks of the poor, but my heart ever remained with the unfortunate ones of earth. I used my power to alleviate their misery. They sorrowed at my death."

And so on, one by one they recited their tales and unfolded their claims to heavenly bliss, those spirits who had been the greatest ones of earth.

Way back in a secluded spot, the

furthest from the throne, a trembling old man listened to their recitals. As he heard the account of these great deeds his little hope of heaven fled.

At last all the others had passed into their reward. His turn had come and the Heavenly Father read his name from the book of gold and said: "Tell me your claim to heavenly mansions."

"Alas, dear Father," said the old man sadly as he came hesitatingly forward and knelt at the foot of the throne, "when I came here I cherished the hope that such bliss might possibly be mine, but alas, I now see that my hope was vain. I have listened to these many stories of great accomplishment and I have to my credit no deeds worthy to be placed beside those of which I have just heard."

He covered his face with his hands.

"Tell me," gently urged the Father, "who were you and what did you do on earth?"

The old man lifted his head and said sadly: "I did not amount to much. I was only the poor schoolmaster of a humble village school. I taught my boys and lived all of my simple life in the little town where I was born. I did no great deeds, but to-day I have seen faces that I have not seen for years. The lawyer, the doctor and the Governor who have done these great deeds and who have earned the right to heavenly mansions were my pupils."

The Father descended from his throne, took the old man's hand and gently helped him to his feet. Then he took the brightest crown of all and placed it on the old man's head, the while saying: "To you belongs by right the brightest crown and the highest seat in Paradise. To perform great deeds one's self is to do well, but to inspire others to do great deeds is the greatest work that any man may do upon earth."

Saying he led the old man to the gates of Paradise and himself conducted him to the seat of honor.

May every teacher who reads this little article realize that the greatest success in school life is measured by the inspiration to greater deeds that his life has been to his students.

L. E. TUCKER.

NEWS OF THE PRIVATE SCHOOLS.

The Young Men's Christian Association has issued a very interesting bulletin. The name of this paper is "Young Men of Harlem." It speaks in regard to all of the activities of the Harlem branch of this institution.

Next Sunday's *Sun* will contain some interesting news of St. Mary's School at Raleigh, N. C. An interesting letter from that school has just been received by the School and College Bureau.

The Harlem Young Women's Christian Association gave an election re-acted on Tuesday, January 21, an exhibition of class work on Thursday and Friday, January 23 and 24, and a final contest for prizes offered for accuracy in typewriting on Friday, January 24, and a mandolin and guitar club concert on Saturday, February 1. New classes are being formed and equally interesting events will take place this term.

At the recent annual meeting of the American Home Economic Association in Boston Sarah Louise Arnold, dean of Simmons College, was elected president of the association.

The Students' Bulletin of Pratt Institute is published weekly. It always contains interesting news in regard to Pratt Institute activities and in regard to the success of the graduates of that institution.

There has recently been a good deal of correspondence in the columns of the press, in an effort to locate some of the old editions of the Bible. One correspondent has told us of an old Bible in his possession, which bears the date of 1582, and which he seems to feel "receives them all," that is the old Bibles that have been discussed in these columns in point of age and interest.

In this connection I would like to call the attention of the readers who are interested in such matters to some of the old Bibles now in the library of the Columbia Institute, Columbia, Tenn. From as far as is known, the "old" Bible, the "Adrian Watlings Bible" in point of age is a mere infant.

A few years ago the following appeared in the Boston, Mass., Post: "Rare Old Book Comes to Light. Copy of Breches edition of Bradford Bible is unearthed. By the Associated Press. 'Hartford, Mass., Jan. 3.—A copy of the Breches edition of the Bradford Bible, which is said to be with one exception, the most valuable book in the State of Massachusetts, came to light today when it was presented to the Pilgrim Society by William L. Davis of this town. Since 1845, when the Bible was known to be in existence by Mr. Davis, the whereabouts of the book has been a mystery. The rare volume is now locked in a safe in a bank here. A special sale will be made for it, and it will be placed on exhibition in Pilgrim Hall, just as the Bradford manuscript is kept at the State House. The Bradford Bible was printed in London in 1582.'"

It is interesting to know that the Breches Bible now in the library of the Columbia Institute antedates the Bradford edition above referred to by ten years, this edition bearing the date of 1572, published by W. Groshop.

The Breches Bible is so called from the peculiar rendering of the seventh verse of the third chapter of Genesis, using the word "breches" instead of "skins" as in modern versions. Many suppose the Geneva Bible to be the first English Scripture using this peculiar phraseology, but this language is used in the English translation of the Golden Legend, being the principal part of the Pentateuch and Gospels, from the Latin of Jacob Vorigaine, first printed by William Caxton in 1482.

Another exceedingly valuable Bible is an edition of the Dutch Bible, published in 1590. This is a stolid looking and substantial volume, 8 1/2 x 6 1/2 inches, in heavy leather binding, and though showing its age by the color of its leaves is nevertheless in perfect condition. There is also in this collection a very early edition of the Geneva Bible, which became the most popular of all translations until that of King James in 1611. The Geneva Bible was published in 1559 by the refugee reformers at Geneva, who fled from the persecutions of "Bloody Mary."

One of the most beautiful and interesting of the old Bibles of this collection is a large Ovid, being a Latin and Low Dutch translation of this celebrated author. The volume, 15 1/2 x 10 1/2 inches, is elaborately and beautifully illustrated with steel engravings. This collection, with other rare books and articles of vertu, is on exhibition at the Columbia Institute, which is the oldest seminary for the Christian education of girls and young women in the South. It was established by Bishops Polk and

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Gentlemen: I wish to report to you that I have this day completed the examination of the bids for the Sterlitone, and hereby declare that bid No. 2048, dated Jan. 26th, 1913, received Jan. 27th, 1913, and acknowledged, signed Mrs. Emily G. Kollmeyer, 230 St. Johns Place, Brooklyn, for \$323.56, to be the highest bid received in accordance with the published conditions governing the bids. Therefore I respectfully direct that the Sterlitone be and the same is hereby awarded to the above named bidder. Very Respectfully Yours,

(Signed) B. P. Van Benthussen, Cashier National City Bank, Brooklyn, N. Y.

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Oney on the banks of Duck River, in Columbia, Tenn., in 1835. It has been actively engaged in its work of education ever since, only having been closed for two years during the war, when it was used for hospital purposes. The Columbia Institute has long been famed for its striking architectural features. Visitors are charmed with its towers, turreted walls and embowered porches. A wooded lawn, carpeted with green grass, surrounds the house and a wide terrace, adorned with statues, breaks the slope of the lawn immediately in front of the building.

The Peddie Institute of Hightstown, N. J., adds to the students' regular activities the advantage of hearing public speakers of note. The Rev. Cornelius Woolfink, D. D., pastor of the Fifth Avenue Baptist Church of New York city, recently made two addresses at the Institute. President E. B. Bryan of Colgate University also addressed the students. There will be addressed this term by many other equally prominent speakers.

Owing to a large and rapidly increasing attendance the Euclid School has opened an annex at 582 Nostrand avenue, Brooklyn, for advanced classes in stenography and typewriting. The main building of the Euclid School is located at 1275 Fulton street, Brooklyn.

On Saturday evening, February 1, the pupils of the German department of the Friends' Academy at Locust Valley, N. Y., gave two short plays in German. The parts were well taken and the characters used the German language with ease and familiarity. Thorough instruction and constant practice in the use of the language were evident throughout both plays. Lora A. Marsh is the German instructor. The following is the programme:

DAS PROGRAMM.
"Entauskunft."
Lustspiel in vier Aufzügen.
Personen:
Frau Werner.....Dorothy Nichols
Herr Werner.....Laura Smith
Herr Schmidt.....Sutton Jackson
Ein Optiker.....Howard Pettit
Engländer.....Rosa Pettit.
"Disappointment."
Sc. 1. Frau Werner grieves because she is alone, and does not know how to read.
Sc. 2. Due to her deafness Sarah enters the wrong house.
Sc. 3. The truth is discovered.
"Einer Mues Heiratung"-Wilhelm.
Lustspiel in sieben Aufzügen.
Personen:
Jakob Zorn.....John Taylor
Wilhelm Zorn.....Walter Timmis
Gertrude Zorn.....Lester Oliver
Lore Zorn.....Sutton Jackson
Ort der Handlung: Stummheim.
Engländer.....Hattie Oliver.
"One Must Wed."
Sc. 1. Gertrude tells her nephews that one must draw lots to marry and suggests her name, Louise.
Sc. 2. The brothers consider and at last draw lots. The lot falls to Louise.
Sc. 3. Gertrude learns the decision.
Sc. 4. Louise favors William.
Sc. 5. William shows Jacob how.
Sc. 6. The outcome.

On Saturday afternoon, February 1, the basketball team played the preparatory school of St. John's College. The game resulted in a victory for St. John's.